

**Texas Education Agency  
Standard Application System (SAS)**

**2014-2016 Technology Lending Program Grant**

<b>Program authority:</b>	General Appropriations Act, Article III, Rider 8, 83rd Texas Legislature; TEC, Chapter 31, Section 31.021(f) and Chapter 32	<b>FOR TEA USE ONLY</b> <small>Write NOGA ID here:</small>
<b>Grant period:</b>	October 1, 2014, to August 31, 2016	
<b>Application deadline:</b>	5:00 p.m. Central Time, May 13, 2014	<small>Place date stamp here.</small>
<b>Submittal information:</b>	<p>Four complete copies of the application, three with original signature (blue ink preferred), must be received no later than the aforementioned time and date at this address:</p> <p style="text-align: center;">Document Control Center, Division of Grants Administration Texas Education Agency 1701 North Congress Ave Austin TX 78701-1494</p>	
<b>Contact information:</b>	Kathy Ferguson: techlending@tea.state.tx.us; (512) 463-9400	

**Schedule #1—General Information**

<b>Part 1: Applicant Information</b>							
Organization name			County-District #		Campus name/#		Amendment #
Poth ISD			247-904		Poth Jr. High/041, Poth Elementary/101		
Vendor ID #		ESC Region #20		US Congressional District #		DUNS #	
74-6001938-7		20		28		049398845	
Mailing address				City		State	ZIP Code
PO Box 250				Poth		TX	78147
<b>Primary Contact</b>							
First name		M.I.	Last name		Title		
Scott			Caloss		Superintendent		
Telephone #		Email address			FAX #		
830-484-3330		scaloss@pothisd.us			830-484-2961		
<b>Secondary Contact</b>							
First name		M.I.	Last name		Title		
Julie			Dunn		Director of Special Programs		
Telephone #		Email address			FAX #		
830-484-3330		jdunn@pothisd.us			830-484-3330		

**Part 2: Certification and Incorporation**

I hereby certify that the information contained in this application is, to the best of my knowledge, correct and that the organization named above has authorized me as its representative to obligate this organization in a legally binding contractual agreement. I further certify that any ensuing program and activity will be conducted in accordance with all applicable federal and state laws and regulations, application guidelines and instructions, the general provisions and assurances, debarment and suspension certification, lobbying certification requirements, special provisions and assurances, and the schedules attached as applicable. It is understood by the applicant that this application constitutes an offer and, if accepted by the Agency or renegotiated to acceptance, will form a binding agreement.

**Authorized Official:**

First name	M.I.	Last name	Title
Scott		Caloss	Superintendent
Telephone #		Email address	FAX #
830-484-3330		scaloss@pothisd.us	830-484-2961

Signature (blue ink preferred)

Date signed

May 9, 2014

*Only the legally responsible party may sign this application.*

**701-14-107-198**

**Schedule #1—General Information (cont.)**

County-district number or vendor ID: 249-904

Amendment # (for amendments only):

**Part 3: Schedules Required for New or Amended Applications**

An X in the "New" column indicates a required schedule that must be submitted as part of any new application. The applicant must mark the "New" checkbox for each additional schedule submitted to complete the application.

For amended applications, the applicant must mark the "Amended" checkbox for each schedule being submitted as part of the amendment.

Schedule #	Schedule Name	Application Type	
		New	Amended
1	General Information	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
2	Required Attachments and Provisions and Assurances	<input checked="" type="checkbox"/>	N/A
4	Request for Amendment	N/A	<input checked="" type="checkbox"/>
5	Program Executive Summary	<input checked="" type="checkbox"/>	<input type="checkbox"/>
6	Program Budget Summary	<input checked="" type="checkbox"/>	<input type="checkbox"/>
8	Professional and Contracted Services (6200)	<input type="checkbox"/>	<input type="checkbox"/>
9	Supplies and Materials (6300)	<input checked="" type="checkbox"/>	<input type="checkbox"/>
10	Other Operating Costs (6400)	<input type="checkbox"/>	<input type="checkbox"/>
11	Capital Outlay (6600/15XX)	<input checked="" type="checkbox"/>	<input type="checkbox"/>
12	Demographics and Participants to Be Served with Grant Funds	<input checked="" type="checkbox"/>	<input type="checkbox"/>
13	Needs Assessment	<input checked="" type="checkbox"/>	<input type="checkbox"/>
14	Management Plan	<input checked="" type="checkbox"/>	<input type="checkbox"/>
15	Project Evaluation	<input checked="" type="checkbox"/>	<input type="checkbox"/>
16	Responses to Statutory Requirements	<input checked="" type="checkbox"/>	<input type="checkbox"/>
17	Responses to TEA Requirements	<input checked="" type="checkbox"/>	<input type="checkbox"/>

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**Schedule #2—Required Attachments and Provisions and Assurances**

County-district number or vendor ID: 247-904

Amendment # (for amendments only):

**Part 1: Required Attachments**

The following table lists the fiscal-related and program-related documents that are required to be submitted with the application (attached to the back of each copy, as an appendix).

#	Applicant Type	Name of Required Fiscal-Related Attachment
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No fiscal-related attachments are required for this grant.

#	Name of Required Program-Related Attachment	Description of Required Program-Related Attachment
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No program-related attachments are required for this grant.

**Part 2: Acceptance and Compliance**

By marking an X in each of the boxes below, the authorized official who signs Schedule #1—General Information certifies his or her acceptance of and compliance with all of the following guidelines, provisions, and assurances.

**Note that provisions and assurances specific to this program are listed separately, in Part 3 of this schedule, and require a separate certification.**

X	Acceptance and Compliance
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with the <u>General and Fiscal Guidelines</u> .
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with the <u>program guidelines</u> for this grant.
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with all <u>General Provisions and Assurances</u> requirements.
<input checked="" type="checkbox"/>	I certify that I am not debarred or suspended. I also certify my acceptance of and compliance with all <u>Debarment and Suspension Certification</u> requirements.

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**Schedule #2—Required Attachments and Provisions and Assurances**

County-district number or vendor ID: 247-904

Amendment # (for amendments only):

**Part 3: Program-Specific Provisions and Assurances**☒ I certify my acceptance of and compliance with all program-specific provisions and assurances listed below.

#	Provision/Assurance
1.	The applicant provides assurance that program funds will supplement (increase the level of service), and not supplant (replace) state mandates, State Board of Education rules, and activities previously conducted with state or local funds. The applicant provides assurance that state or local funds may not be decreased or diverted for other purposes merely because of the availability of these funds. The applicant provides assurance that program services and activities to be funded from this grant will be supplementary to existing services and activities and will not be used for any services or activities required by state law, State Board of Education rules, or local policy.
2.	The applicant provides assurance that the application does not contain any information that would be protected by the Family Educational Rights and Privacy Act (FERPA) from general release to the public.
3.	The applicant assures that funds provided under the Instructional Materials Allotment (IMA) or other funding are insufficient to purchase enough lending technology for every student who needs dedicated access to a device.
4.	The applicant assures that it will provide access to lending technology and residential access to the Internet for students, including economically disadvantaged students and students with disabilities, who do not already have either the needed equipment or Internet service for learning at home.
5.	The applicant understands that equipment purchased with Technology Lending Program Grant funds is the property of the district or charter school.
6.	The applicant assures that infrastructure and technical support are adequate to support students' use of loaned equipment provided through the grant at its participating campus(es).
7.	The applicant assures that it will provide adequate staff to administer the program and ensure successful implementation.
8.	The applicant assures that it will account for the technology lending equipment in accordance with district policy for accounting for such equipment, including providing insurance when insurance is typically provided for such equipment. The applicant understands that the grant funds cannot be used to replace lost, stolen, or damaged equipment.
9.	The applicant assures that it will obtain a Technology Lending Agreement signed by the parents/guardian of each participating student and by the student participating in the program, including an assurance of student's mastery of the grade-appropriate Digital Citizenship strand of the Technology Applications Texas Essential Knowledge and Skills.
10.	The applicant assures that it has an approved 2013-2014 district technology plan on file with TEA. The applicant understands that if an approved 2013-2014 district technology plan is not on file with TEA at the time the application is submitted to TEA on the application due date, the application is not eligible to be funded.
11.	The applicants assures that it is at Developing or higher Level of Progress in Teaching and Learning and in Educator Preparation in their Texas Campus School Technology and Readiness (STaR Chart) report for the 2012-2013 school year.
11.	The applicant assures that technology lending and use of electronic instructional materials are incorporated into school district or open-enrollment charter school's technology plan.
12.	The applicant assures that appropriate professional development has already been provided for teachers in the use of digital content or that appropriate professional development will be provided within the first three months of the grant period (i.e., October 1, 2014-December 31, 2014) to be prepared for the grant implementation.
13.	The applicant assures that a minimum of 50% of the funds awarded will be spent within the first four months of the grant period (i.e., October 1, 2014-February 1, 2015), and that 100% of the funds will be expended no later than the end of the 1 <sup>st</sup> year of the grant period (i.e. August 31, 2015) to ensure full program implementation through August 31, 2016.
14.	The applicant agrees to collect and report the data for the performance measures stated in the Program Guidelines under Program Evaluation. The applicant assures it will develop appropriate systems and processes to collect and report the required data.

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**Schedule #5—Program Executive Summary**

County-district number or vendor ID: 247-904

Amendment # (for amendments only):

Provide a brief overview of the program you plan to deliver. Refer to the instructions for a description of the requested elements of the summary. Response is limited to space provided, front side only, font size no smaller than 10 point Arial.

Poth ISD consists of 3 main campuses. Poth High School has implemented a Bring Your Own Device (BYOD) program and has approximately 155 devices available for 240 students to use while at school. This campus does not qualify for this grant based on AEIS data. The Jr. High participated in the 2012 – 2013 Technology Lending Program Grant and currently has 170 portable devices available for 220 students. Ten of these devices are currently available for check-out with hot spots available to support them with new data cards to be purchased by 2014 - 2016 Lending Grant funding. Poth Elementary has been identified as the Priority Campus by the Poth ISD District Technology Committee for the 2014 – 2016 Technology Lending Program Grant. There are 40 portable devices available for 400 students to use on that campus in a cart setting that are shared by 21 classrooms. An additional five personal devices have also been purchased with funds provided by a teacher grant from the Poth Education Foundation.

Poth Elementary is a PK – 5 campus with approximately 400 students. This campus has the least personal devices available per student in the district. There are no devices on that campus available for lending to students. This campus has three target grades 3, 4, and 5 with high concentrations of both economically disadvantaged and at risk students relative to the general population of Poth ISD. One of those target grades also has the highest number of identified special needs students on the elementary campus.

Poth elementary currently has one computer lab with desk top computers available for classes to use on a rotating basis. There are 48 older model desktop stations in the lab in addition to four tabletop stations that have been passed down from the high school available for student use in 15 classrooms. The physical setting of the current elementary facility does not lend itself to easy sharing of carts between grade levels.

The administration and school board have made **engaging instruction** a priority for Poth ISD. A three year staff development plan has been initiated to provide teachers the skills necessary to create engaging lessons and enhanced learning opportunities using digital tools and digital curriculum. This staff development will begin this summer for science and math teachers across the district with four days of intensive teacher training with a Technology Camp for students and teachers. Sustained content area specific digital tools training will take place for the next three years as other content area teachers are phased in to the cohort system.

The new text adoptions for the 2014 – 2022 school years for Math and Science grades 3 - 8 provide digital curriculum elements. The Chromebooks purchased with the Lending Grant will allow each student in grades 3 – 5 to have a dedicated device to access digital curriculum 24/7 at school and home. According to a recent district survey without these supplemental devices and internet access approximately 30% of the targeted students will be unable to access that curriculum from home. The priority focus of the grant funds would be used to purchase 200 portable devices to allow third through fifth grade students in need of such tools to access digital curriculum in the core content areas of math and science both at school and at home. Funding from the Technology Lending Grant would allow Poth ISD to provide additional support to the current Jr. High lending program with additional residential internet access.

Students in grades 3 - 8 will check out the devices through the district library using a traditional book check-out and inventory program. Hot spots and data cards would be checked out and returned for reload the same way students re-check a library book. The librarian and library assistants supported by the Technology Director will check the devices and data cards for usage monthly. The condition of devices will be monitored and noted at this time.

The Poth ISD Technology Director and Curriculum Director will provide training to parents, students, and library staff on the operation of the hardware while the campus level technology teacher will assure that all students in the targeted grades have mastered the grade level digital citizenship TEKS before they are eligible to check out devices or access points. Mastery of these TEKS will ensure that students know how to practice safe, responsible, legal, and ethical behavior while using digital tools and resources. The current Technology Lending Agreement in place at the Jr. High will be reviewed and modified to meet the requirements of the current grant. After training about the agreement and the district responsible use policy, students and parents will be required to sign the lending agreement. Grant funds will be used to provide insurance for each device so that no student is denied access because of lack of funds for a deposit.

Poth ISD is currently investing approximately \$75,000 in infrastructure upgrades which include adding dedicated electrical, network switches, cables, wireless upgrades and bandwidth expansion to accommodate the demand of future technology and digital curriculum use while students are at school.

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All available District Instructional Materials Allotment (\$116,727.50 ) remaining from the current year and appropriated for 2014 – 2015 school year is being spent on the new math and science adoptions that include digital content. Poth ISD has also committed \$10,000 per year for the next three years to train staff in the use of digital tools with digital curriculum.

Poth ISD has recently subscribed to Mathletics, an on-line competitive math learning program that allows teachers to assign math problems to students as well as allows students to compete with other students around the world using math skills. This new use of digital learning has stimulated a renewed appetite for learning among students and teachers. It is the goal of the District Technology Committee of Poth ISD to use the Technology Lending Grant funds to keep this excitement in engaging 21<sup>st</sup> century learning growing.

Houghton Mifflin Harcourt (HMH) Science and Math adoptions for 2014 – 2015 forward have multiple support tools available through digital mediums. Informal visits with classroom teachers in grades 3 – 8 revealed their excitement about student's access to digital support such as Math on the Spot videos that can provide reinforcement to the lessons provided in class. The Texas Go Math adoption also provides digital access to simulated manipulatives and tutorial lessons that can be viewed by students and parents at home if residential internet access is available. The Science adoption, Fusion, provides similar activities in the 5E Instructional Model. This Engage, Explore, Explain, Elaborate, and Evaluate sequence to learning provides students access to the rigor of the TEKS. Virtual lab activities are also used to reinforce student learning. Both adoptions have on-line assessment tools that provide students real-time feedback that is vital to learning. Many of the teachers revealed their excitement to learn more about the ways to engage their students using digital tools and digital curriculum.

The goal of providing a dedicated device for each student in the 3<sup>rd</sup>, 4<sup>th</sup>, and 5<sup>th</sup> grade, our priority grades, to use for core curriculum instruction in math and science and for extended learning at home using both the adopted digital material and interactive and competitive on-line resources could be realized. Some of the resources currently available to our students that could be accessed at home are the state supported programs of I-Station, and Think Through Math, and the locally funded Mathletics product developed by 3plearning.

Research provided in the Long-Range Plan for Technology, 2006 – 2020 (LRPT), cites a study conducted by *NetDay Speak Up 2005* showed that students in grades K – 3 indicated that using technology for school makes it more fun and they learn more. This study also revealed that 3<sup>rd</sup> – 6<sup>th</sup> graders reported that learning with technology is more fun; they learn more; they can find the best information online; and they learn more quickly. Teachers that participated in the same survey indicated that the primary impact of technology on student performance is student engagement, student achievement, or collaboration and teamwork. Teachers also indicated that their job was easier, they communicated more with parents, multimedia opportunities have made learning experiences richer, and that students took a more active role in their learning.

Two goals of Poth ISD for all students is that they be engaged in instruction and show at least one year growth in each core content area each year they are in school. The District Technology Committee feels that the use of digital tools can contribute to student engagement. Research also shows that student engagement leads to student growth. The use of digital tools for student engagement is a priority for Poth ISD as evidenced by the \$750,000 commitment over the next three years our school board has made for infrastructure, instructional devices for teachers, curriculum and tools for students, and teacher training. Poth ISD is investing in the technology for teachers to present and provide interactive digital curriculum at school, but many students are unable to continue that learning at home. Our goal for the Technology Lending Grant funds is to supplement the commitment already established by the administration of Poth ISD. Grant funds will help us put dedicated technology devices in the hands of every 3<sup>rd</sup> through 5<sup>th</sup> grader and provide home internet access to the students that have a financial or academic need. The rural setting of our school district provides a challenge to affordable home internet access. This grant would allow us to provide the students with the greatest need, both financially and academically, with 24/7 access to digital learning tools and digital curriculum. This goal also supports the goals of the Vision 2020 addressed in the TEA Long-Range Plan for Technology, 2006 – 2020 that all learners have access to relevant technologies, tools, resources and services for individualized instruction 24 hours a day/ 7 days a week.

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**Schedule #5—Program Executive Summary (cont.)**

County-district number or vendor ID: 247-904

Amendment # (for amendments only):

Provide a brief overview of the program you plan to deliver. Refer to the instructions for a description of the requested elements of the summary. Response is limited to space provided, front side only, font size no smaller than 10 point Arial.

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**Schedule #6—Program Budget Summary**

County-district number or vendor ID: 247-904			Amendment # (for amendments only):			
Program authority: General Appropriations Act, Article III, Rider 8, 83rd Texas Legislature; Texas Education Code, Chapter 31, Section 31.021(f) and Chapter 32						
Grant period: October 1, 2014, to August 31, 2016			Fund code: 410			
<b>Budget Summary</b>						
Schedule #	Title	Class/ Object Code	Program Cost	Admin Cost	Total Budgeted Cost	
Schedule #8	Professional and Contracted Services (6200)	6200	\$0	\$0	\$0	
Schedule #9	Supplies and Materials (6300)	6300	\$24450	\$0	\$24450	
Schedule #10	Other Operating Costs (6400)	6400	\$0	\$0	\$0	
Schedule #11	Capital Outlay (6600/15XX)	6600/ 15XX	\$70000	\$0	\$70000	
Total direct costs:			\$94450	\$0	\$94450	
Percentage% indirect costs (see note):			N/A	\$0	\$0	
Grand total of budgeted costs (add all entries in each column):			\$94450	\$0	\$94450	
<b>Administrative Cost Calculation</b>						
Enter the total grant amount requested:						
Percentage limit on administrative costs established for the program (15%):					× .15	
Multiply and round down to the nearest whole dollar. Enter the result.						
This is the maximum amount allowable for administrative costs, including indirect costs:						

NOTE: Indirect costs are calculated and reimbursed based on actual expenditures when reported in the expenditure reporting system, regardless of the amount budgeted and approved in the grant application. If indirect costs are claimed, they are part of the total grant award amount. They are not in addition to the grant award amount.

Indirect costs are not required to be budgeted in the grant application in order to be charged to the grant. Do not submit an amendment solely for the purpose of budgeting indirect costs.

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<b>Schedule #9—Supplies and Materials (6300)</b>							
County-District Number or Vendor ID: 247-904				Amendment number (for amendments only):			
<b>Expense Item Description</b>							
63XX	ESC charges as per approved cost allocation plan, such as internal service fund. To be completed by ESC only when ESC is the applicant. Check all that apply:					<b>Grant Amount Budgeted</b>	
	<input type="checkbox"/>	Print shop fees	<input type="checkbox"/>	Technology-related supplies		\$0	
	<input type="checkbox"/>	Postage	<input type="checkbox"/>	Other:			
	<input type="checkbox"/>	Copy paper	<input type="checkbox"/>	Other:			
6399	<b>Technology Hardware—Not Capitalized</b>						
	<b>#</b>	<b>Type</b>	<b>Purpose</b>	<b>Quantity</b>	<b>Unit Cost</b>	<b>Grant Amount Budgeted</b>	
	1	Internet hotspot	Provide residential internet service for 40 students on the elementary campus and 10 students on the Jr. High campus	50	\$80	\$4000	
	2						
	3				\$		
	4				\$		
	5				\$		
6399	Technology software—Not capitalized					\$0	
6399	Supplies and materials associated with advisory council or committee					\$0	
Subtotal supplies and materials requiring specific approval:						\$0	
Remaining 6300—Supplies and materials that do not require specific approval:						\$21,250	
<b>Grand total:</b>						<b>\$25,250</b>	

For a list of unallowable costs and costs that do not require specific approval, see the guidance posted on the Division of Grants Administration [Grant Management Resources](#) page.

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<b>Schedule #11—Capital Outlay (6600/15XX)</b>					
County-District Number or Vendor ID: 247-904			Amendment number (for amendments only):		
<b>15XX is only for use by charter schools sponsored by a nonprofit organization.</b>					
#	Description/Purpose	Quantity	Unit Cost	Grant Amount Budgeted	
<b>6669/15XX—Library Books and Media (capitalized and controlled by library)</b>					
1		N/A	N/A	\$0	
<b>66XX/15XX—Technology hardware, capitalized</b>					
2	Chromebook laptop computer bundled with a 2 year accidental protection insurance policy for individual student use	200	\$350	\$70000	
3			\$	\$	
4			\$	\$	
5			\$	\$	
6			\$	\$	
7			\$	\$	
8			\$	\$	
9			\$	\$	
10			\$	\$	
11			\$	\$	
<b>66XX/15XX—Technology software, capitalized</b>					
12			\$	\$	
13			\$	\$	
14			\$	\$	
15			\$	\$	
16			\$	\$	
17			\$	\$	
18			\$	\$	
<b>66XX/15XX—Equipment, furniture, or vehicles</b>					
19			\$	\$	
20			\$	\$	
21			\$	\$	
22			\$	\$	
23			\$	\$	
24			\$	\$	
25			\$	\$	
26			\$	\$	
27			\$	\$	
28			\$	\$	
<b>66XX/15XX—Capital expenditures for improvements to land, buildings, or equipment that materially increase their value or useful life</b>					
29				\$	
<b>Grand total:</b>				<b>\$70000</b>	

For a list of unallowable costs, as well as guidance related to capital outlay, see the guidance posted on the Division of Grants Administration [Grant Management Resources](#) page.

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**Schedule #12—Demographics and Participants to Be Served with Grant Funds**

County-district number or vendor ID: 247-904

Amendment # (for amendments only):

**Part 1: Student Demographics.** Enter the data requested for the population to be served by this grant program. If data is not available, enter DNA. Use the comments section to add a description of any data not specifically requested that is important to understanding the population to be served by this grant program.

**Total enrollment:****Campus 101 – 354; Campus 041 - 199**

Category	Number	Percentage	Category	Percentage
African American	101 - 3 041 - 0	N/A	Attendance rate	101 – 97.1% 041 96.2%
Hispanic	101 – 177 041 - 102	N/A	Annual dropout rate (Gr 9-12)	N/A%
White	101 – 170 041 - 96	N/A	TAKS met 2011 standard, all tests (sum of all grades tested; standard accountability indicator)	N/A
Asian	101 – 0 041 - 0	N/A	TAKS commended 2011 performance, all tests (sum of all grades tested)	N/A
Economically disadvantaged	101 – 149 041 - 89	101 – 42.1% 041 – 44.7%	Students taking the ACT and/or SAT	N/A
Limited English proficient (LEP)	101 – 21 041 - 1	101 – 5.9% 041 - .5%	Average SAT score (number value, not a percentage)	N/A
Disciplinary placements	101 – 2 041 - 9	101 – .5% 041 – 4.6%	Average ACT score (number value, not a percentage)	N/A

**Comments**

The elementary campus (101) is our priority campus for the grant focus. This campus has grown by approximately 50 students in the two years since this AEIS data. The chart below reflects projected enrollment for 2014 – 2015 based on enrollment to date. Our economically disadvantaged and LEP populations are both increasing at the elementary campus as we continue to grow.

**Part 2: Students to Be Served with Grant Funds.** Enter the number of students in each grade, by type of school, projected to be served under the grant program.

School Type	PK (3-4)	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Public					66	60	74	52	75	59					386
Open-enrollment charter school															
Public institution															
Private nonprofit															
Private for-profit															
<b>TOTAL:</b>					66	60	74	52	75	59					386

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**Schedule #13—Needs Assessment**

County-district number or vendor ID: 247904

Amendment # (for amendments only):

**Part 1: Process Description.** A needs assessment is a systematic process for identifying and prioritizing needs, with "need" defined as the difference between current achievement and desired or required accomplishment. Describe your needs assessment process, including a description of how needs are prioritized. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The Superintendent, Curriculum Director, Campus Principals, Business Manager, and Technology Director completed a systemic analysis of student demographic information, current availability of technology by campus, available funding sources, and proposed technology enhancement projects planned by the district to define the needs for both the Jr. High and Elementary campuses. The team met with representative teachers from each campus to evaluate the data and prioritize the grade levels to be served by funding from the Technology Lending grant. Teachers also discussed ways student engagement would increase from the addition of devices to accompany the new adoption of digital text and resources for Proclamation 2014 in the areas of Math grades K – 8 and Science grades K – 8.

All district IMA funds are being spent purchasing adoption materials and licenses to access digital curriculum from the publishers for math and science adoptions for 2014 forward. The district will receive approximately 1.5 million dollars less in revenue for the 2014 – 2015 school year compared to the 2013 – 2014 school year due to a decline in state funding coupled with a decline in the increase of appraised property values.

A survey of parents was conducted at the elementary campus, and a student survey was conducted at the Jr. High campus to determine the availability of devices and internet access in the homes of our students. An analysis of these surveys revealed that 28% of all students in the elementary did not have access to a device to view on-line learning materials at home, 30% of all elementary students did not have internet access at home, and 96% of all parents felt that access to a device and the internet could help their children learn.

A survey of Jr. High students revealed that all students that needed a dedicated device were provided that device by the current lending program on that campus. The survey revealed that approximately ten students do not have connectivity to the internet at home to access digital curriculum or learning tools. 94% of all students on the Jr. High campus feel that digital tools and curriculum help them learn.

Grade levels to be served were prioritized based on percentages of students identified by state at-risk guidelines, percentage of students qualifying for free and reduced lunch, and academic need based on Northwest Evaluation Association (NWEA) Measures of Academic Progress (MAP) testing progress. The incoming 4<sup>th</sup> grade has the highest percentage concentration of state identified at risk students in the district K – 12. The incoming 5<sup>th</sup> grade has the highest number and percentage of special needs students and a higher than campus average of state identified at-risk students. This grade level also has approximately 50% of the students below the national grade level norm for mathematics based on NWEA MAP testing. The incoming 3<sup>rd</sup> grade has a higher than campus average of Economically disadvantaged students and the highest locally identified academically at risk population based on 40% of the students being below national grade level norms in Reading and only 50% of the total grade level showing progress at mid- year evaluation on NWEA MAP testing.

The following needs were identified:

1. An extreme shortage of dedicated individual devices at the elementary campus (45 portable devices, approximately 100 tabletop devices connected to 33 CPUs in labs or teacher rooms for 400 students).
2. A total absence of lending devices at the elementary campus.
3. Approximately 30% of students at the elementary do not have devices available at home to access the internet or digital curriculum and approximately 30% of students at the elementary do not have internet connectivity to access digital curriculum or learning tools from their residence.
4. The Jr. High no longer has funding available to provide home internet access for their technology lending program. Ten students do not have residential internet access.
5. Both science and mathematics adoptions for 2014- 2015 and forward have multiple support tools available through digital mediums. Poth ISD is investing in the technology for teachers to present and provide interactive digital curriculum at school, but many students are unable to continue that learning at home.

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**Schedule #13—Needs Assessment (cont.)**

County-district number or vendor ID: 247904

Amendment # (for amendments only):

**Part 2: Alignment with Grant Goals and Objectives.** List your top five needs, in rank order of assigned priority. Describe how those needs would be effectively addressed by implementation of this grant program. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Identified Need	How Implemented Grant Program Would Address
1.	Extremely limited number of personal devices available on Poth Elementary campus.	Providing individual devices to each 3 <sup>rd</sup> , 4 <sup>th</sup> and 5 <sup>th</sup> grade student would actually help all elementary students. These grade levels would no longer need to rotate through the computer lab allowing more time for other grade levels to access digital curriculum in that setting. These three grades would also not need to share laptop carts making them available to other campus students. The students participating in the grant would be able to take their devices home which would ensure all students in targeted grades have the tools necessary for 24/7 access to digital curriculum.
2.	Absence of devices available for lending to students for home use on the elementary campus.	Grant funds will supplement the funds the district is spending on the adoption of digital curriculum and the interactive technology to present the material at the campus. Grant funds will be used to provide students lending devices to access digital curriculum at school and extend that learning with the same device at home.
3.	Approximately 30% of the students on the elementary campus do not have devices available at home to access digital curriculum.	Grant funds will be used to provide students dedicated devices to access digital curriculum at home. Parents will be able to share in the educational experiences their children are having at school. By educating parents and students on the acceptable use of these devices along with internet safety our community will become more supportive of digital learning.
4.	Approximately 30% of students on elementary campus do not have internet availability from their residence.	Providing hot spots and data cards to students in need would provide internet service to students whose families do not have the means to provide such service for their students. Student ability to access digital curriculum at home will increase parental involvement in their child's learning. This can also help develop better relationships with families as we work together to reach the highest achievement levels for all students.
5.	Approximately ten students at the Jr. High campus do not have internet connectivity at their residence to access digital curriculum.	Grant funds would be used to purchase additional hot spots and data cards for students to use to support the devices that are already part of the Jr. High lending program.

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By TEA staff person:

**Schedule #14—Management Plan**

County-district number or vendor ID: 247904

Amendment # (for amendments only):

**Part 1: Staff Qualifications.** List the titles of the primary project personnel and any external consultants projected to be involved in the implementation and delivery of the program, along with desired qualifications, experience, and any requested certifications. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Title	Desired Qualifications, Experience, Certifications
1.	Curriculum/Special Programs Director	The Curriculum/Special Programs Director has successfully managed both federal and state grants for 7 years. Poth ISD has successfully met all fiscal and program requirements for grant programs. The director holds a Master's degree.
2.	Finance Director	The Finance Director is degreed and has successfully submitted expenditure reports for previous state and federal grants.
3.	Jr. High Principal	The campus principal holds a Master's degree and is a certified principal. He has 11 years experience in education. During that time he has worked with parents, technology programs and trained and evaluated teachers.
4.	Elementary Principal	The campus principal holds a Master's degree and is a certified principal. She has 12 years experience in education. During that time she has worked with students, parents, technology, and trained and evaluated teachers.
5.	IT Director	The IT director has 11 years experience, and is degreed. He also has varied knowledge and background working with both software and hardware.

**Part 2: Milestones and Timeline.** Summarize the major objectives of the planned project, along with defined milestones and projected timelines. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Objective	Milestone	Begin Activity	End Activity
1.	Training for teachers, student leaders, and parents.	1. Digital Tools Professional Development for Elementary teachers	06/09/2014	05/31/2016
		2. Digital Curriculum training with HMH publishers	60/30/2014	12/31/2014
		3. Technology camp for students and teachers	07/21/2014	07/25/2014
		4.	XX/XX/XXXX	XX/XX/XXXX
		5.	XX/XX/XXXX	XX/XX/XXXX
2.	Implementation of Digital Curriculum in Science and Math classrooms.	1. Training with publishers	06/30/2014	12/31/2014
		2. Trade days for teachers to develop new lessons	06/07/2014	08/18/2014
		3.	XX/XX/XXXX	XX/XX/XXXX
		4.	XX/XX/XXXX	XX/XX/XXXX
		5.	XX/XX/XXXX	XX/XX/XXXX
3.	Students and parents trained on digital citizenship, acceptable use and Lending Policy.	1. Parent workshops conducted by staff	08/25/2014	05/31/2016
		2. Students master Digital Citizenship TEKS	08/25/2014	9/30/2014
		3. Participants sign Policies and Agreements	08/25/2014	9/30/2014
		4. Monthly checkpoints with IT director	8/25/2014	6/15/2016
		5.	XX/XX/XXXX	XX/XX/XXXX
4.	Families trained on use of hot spots and data card usage and requirements.	1. Training on Hot Spot usage	8/25/2014	6/15/2016
		2. Training on data card usage and requirements	8/25/2014	6/15/2016
		3.	XX/XX/XXXX	XX/XX/XXXX
		4.	XX/XX/XXXX	XX/XX/XXXX
		5.	XX/XX/XXXX	XX/XX/XXXX
5.	Student engagement, attendance, and growth increase.	1. Review teacher walkthrough data quarterly	8/25/2014	8/31/2016
		2. Review student surveys 2 times per year	12/15/2014	8/31/2016
		3. Review student data each 6 weeks.	09/15/2014	8/31/2016
		4.	XX/XX/XXXX	XX/XX/XXXX
		5.	XX/XX/XXXX	XX/XX/XXXX

**Grant funds will be used to pay only for activities occurring between the beginning and ending dates of the grant, as specified on the Notice of Grant Award.**

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**Schedule #14—Management Plan (cont.)**

County-district number or vendor ID: 247904

Amendment # (for amendments only):

**Part 3: Feedback and Continuous Improvement.** Describe the process and procedures your organization currently has in place for monitoring the attainment of goals and objectives. Include a description of how the plan for attaining goals and objectives is adjusted when necessary and how changes are communicated to administrative staff, teachers, students, parents, and members of the community. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Science and math teachers in targeted grades meet with principal every 2 weeks for a minimum of 30 minutes to discuss grade level learning activities using digital curriculum. The campus grant coordinator in our situation is the campus principal with the curriculum director serving as the district coordinator. Every 6 weeks the campus coordinators will meet with the district coordinator to review progress measures in the areas of student engagement based on walkthrough data, student growth based on NWEA progress monitoring, attendance and discipline data based on student data submissions. The campus coordinator will observe teachers on a regular basis to ensure teaching with the digital tools and using the digital curriculum is taking place and the teachers are not having any problems. These observations will be documented using the district walk-through tool. The technology director will meet with the coordinators monthly and be available within minutes during classroom instructional time so problems can be solved as quickly as possible. The close proximity of the campuses and central office will allow for frequent informal discussions about any intermittent needs that develop to support the success of the grant. Sustained staff development will be provided to the teachers participating in the grant along with other teachers in the cohort throughout the district. This staff development will take place each 6 weeks and provide time for training, lesson development, and collaboration across grade levels and within content areas. Response to Intervention (RtI) teams on the campuses will also be involved supplying data based on analysis of student growth using a variety of progress monitoring tools. Quarterly parent meetings will be held so that teachers and administrative staff can provide information about ways that the devices and resources can be used at home, answer questions, get feedback, and provide technical support for family members. Participant evaluations from the parent meetings, staff development trainings, and teacher meetings will be used to evaluate ways the administration can better serve the stakeholders involved in the grant. Each opportunity for evaluation with those involved in the grant will lead to any necessary adjustments to the program so that established goals can be met for all participants regardless of economic status or disability. Any changes to the program will be communicated to all stakeholders at the next meeting of that group.

**Part 4: Sustainability and Commitment.** Describe any ongoing, existing efforts that are similar or related to the planned project. How will you coordinate efforts to maximize effectiveness of grant funds? How will you ensure that all project participants remain committed to the project's success? Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

There are currently no similar or related projects in place or planned at the elementary campus. The Jr. High currently has a lending program. Funds from the 2014 – 2016 Technology lending Grant, if awarded, will be used to enhance that project with support for residential internet connectivity. As the grant coordinator, I will ensure that all participants remain committed to the project through monthly monitoring. I also plan staff development for the district so I will ensure that teachers get sustained support in delivery of digital curriculum and the development of engaging instruction. The community of Poth has established an educational foundation that provides grants to teachers for innovative projects. This foundation is very supportive of the direction our district is moving toward the development of 21<sup>st</sup> century learning. Poth Education Foundation has provided \$45,000 in teacher grants in two years of existence.

Our district superintendent has made individual student growth a priority for our district. One way that we are planning on achieving that goal is with engaging instruction using digital tools. Our school board is also very supportive of this philosophy. The Poth ISD Board of Trustees has approved the commitment of approximately \$750,000 over the next three years to support integration of technology for engaging instruction. These funds will provide infrastructure updates, instructional tools and most importantly staff development and support. All district and campus level stakeholders are committed to making this project successful. In spite of a limited budget for the coming 2014 – 2015 school year, the administration of Poth ISD is committed to the focus on improving the delivery of engaging instruction and individual student growth. The access to digital curriculum as a means of attaining those goals will be accelerated with the funds from the Technology Lending Grant.

Poth ISD continuously seeks out other grant funding opportunities.

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**Schedule #15—Project Evaluation**

County-district number or vendor ID: 247904

Amendment # (for amendments only):

**Part 1: Evaluation Design.** List the methods and processes you will use on an ongoing basis to examine the effectiveness of project strategies, including the indicators of program accomplishment that are associated with each. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Evaluation Method/Process	Associated Indicator of Accomplishment	
1.	NWEA student growth in core academic areas three times per year	1.	All students will meet projected growth level in core content testing (NWEA)
		2.	Percentage of students above national grade level norm will increase for target students.
		3.	Average grade level norms will increase.
2.	Analysis of student engagement on teacher walkthrough forms, and student surveys	1.	Percentage of students engaged in instruction will increase.
		2.	Percentage of time students feel engaged in instruction will increase.
		3.	
3.	Analysis of student grade, attendance and discipline data	1.	% of students passing at 6 weeks reporting will increase for target grades.
		2.	Student attendance will increase for targeted grades.
		3.	Student discipline placements will decrease for targeted students.
4.	Evaluation of parent, teacher, and student satisfaction with trainings.	1.	Teachers will show satisfaction with digital tools and curriculum training.
		2.	Increased parent participation in trainings.
		3.	Student's misuse of devices will decrease.
5.	Principal/Teacher interviews will be analyzed for growth in teacher effectiveness using digitals and curriculum.	1.	Principal/Teacher interviews will reveal increased confidence and comfort levels using digital tools and digital curriculum.
		2.	Walkthrough data will show increase in meaningful use of technology.
		3.	STaR chart levels will increase for target teachers.

**Part 2: Data Collection and Problem Correction.** Describe the processes for collecting data that are included in the evaluation design, including program-level data such as program activities and the number of participants served, and student-level academic data, including achievement results and attendance data. How are problems with project delivery to be identified and corrected throughout the project? Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The campus and district coordinator will work with the technology director and superintendent to review challenges and successes of this grant program. The district grant coordinator will visit with the students, parents, and teachers on a quarterly basis during the grant period to guarantee student success. Each quarter of the grant period the Board of Trustees will receive a report on the status of the Technology Lending Program. Any problems associated with the grant will be addressed and corrected immediately.

During the spring semester of each grant year, an evening showcase event for parents and community will highlight the student learning that is taking place. Opportunities will also be available at this showcase for family members to share ways their students have benefited at home from the lending program. The grant coordinator will provide an analysis which will include student, parent, and teacher feedback at the showcases.

District administrators will gather NWEA testing data for all 3<sup>rd</sup> – 8<sup>th</sup> grade students beginning of year, middle of year, and end of year to monitor student growth. Teacher walkthrough data will be aggregated and evaluated monthly at district administrator meetings to allow campus principals opportunities to meet with teachers of target students to reinforce the student level benefit of engaging instruction with digital tools and curriculum. Quarterly and again at the end of each school year in the grant period Texas Academic Performance Report data such as attendance, discipline placements, and student achievement will be evaluated and procedures adjusted to increase student success. The results of this analysis will be shared with the Board of Trustees at the end of each school year.

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**Schedule #16—Responses to Statutory Requirements**

County-district number or vendor ID: 247904

Amendment # (for amendments only):

**Statutory Requirement 1:** Applicant must describe how it will use funds to implement or enhance a technology lending program to loan students the equipment necessary to access and use electronic instructional materials. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

This grant will start a lending program at our elementary campus for grades 3 – 5. Science and math teachers will have been trained by the time this grant is awarded on implementing digital curriculum using new adoptions by Houghton/Mifflin/Harcourt (HMH). Teachers will also have been trained in the use of digital tools for student engagement by Region 20 as part of a district cohort initiative. Digital Citizenship training and proof of mastery of grade level TEKS related to digital citizenship will be provided to parents and students by the campus technology teacher. These TEKS deal with safe practices, responsible, legal, and ethical behavior while using digital tools and resources.

An acceptable use policy and lending agreement will be signed by parents and students before any devices will be checked out to students. Additional training and documentation will be provided to any students and parents before devices are taken home or internet access points are provided to students. Students will have a minimum of one week of intense class use of the devices before they can take the Chromebooks home. Once students and parents are trained on how to use the technology with and without internet, students will be allowed to check the technology out for use at home. The survey of elementary showed that on average 30% of the students did not have internet access at home for accessing digital curriculum. This information shows that approximately 60 students will need home internet access. There is the opportunity to have siblings within the grades served. This will allow multiple students to share a hotspot for internet access since the hotspot allows up to 5 devices to be connected at one time. All training cost and administration will be provided by the district so that the only expense charged to grant funds will be actual devices, insurance on those devices, and internet access. This will maximize the number of students that will be impacted by the grant with access to digital curriculum anytime, anywhere.

The check-out process will be handled by the district library assisted by the curriculum director and technology director to monitor usage and provide technical assistance with the devices and access points.

There are currently devices available for lending at the Jr. High campus. The grant funds will be used to enhance the current lending program at that campus by providing access points and data cards to approximately ten students identified on that campus that don't have internet connectivity for the purpose of accessing digital curriculum at home.

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**Schedule #16—Responses to Statutory Requirements**

County-district number or vendor ID: 247904

Amendment # (for amendments only):

**Statutory Requirement 2:** If the applicant has already purchased, or is also purchasing, lending equipment through other funding sources such as the Instructional Materials Allotment, the applicant must describe how equipment from all funding sources will be used in a cohesive manner to support efforts to ensure students have dedicated access to a technology device. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

No other funding sources will be used to purchase lending equipment by the district. The entire district Instructional Materials Allotment will be spent purchasing adoption materials. These purchases will provide students K – 12 with availability of digital curriculum. Local funds are being used to purchase teacher instructional tools to provide 21<sup>st</sup> century digital instruction to the students of Poth ISD. The district and administration is committed to provide local funding to support all necessary infrastructure upgrades and hardware to support dedicated devices purchased with grant funds.

Lending equipment was purchased in 2012 at the Jr. High with money from the 2012 – 2013 Technology Lending Program Grant. That equipment will continue to be used with the internet access to digital curriculum provided with funds from this lending grant.

Dedicated devices purchased using 2014 – 2016 Technology Lending Grant funds will provide all 3<sup>rd</sup> through 5<sup>th</sup> grade students access to digital curriculum with a technology device both at school and at home. The opportunity for the 3<sup>rd</sup> – 5<sup>th</sup> grade students to have dedicated devices available for them to use to access digital curriculum at school will provide more access to the existing devices available to the other students on that campus.

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**Schedule #17—Responses to TEA Program Requirements**

County-district number or vendor ID: 247904

Amendment # (for amendments only):

**TEA Program Requirement 1:** Applicant must describe how the lending program aligns with existing mission and goals of the public school district or open-enrollment charter school. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The Poth ISD mission statement includes a provision to *increase achievement for all students; foster positive community, parent, teacher, and student relationships*. Another provision in the Poth ISD mission statement involves *enhancing professional and staff development*. Providing lending technology equipment and residential internet connectivity to Poth ISD students to access digital curriculum and learning tools at home would be a robust step toward bringing all stakeholders together. Training and education in the use of these tools is a must if our teachers are going to be able to support our students as they prepare for College and Career Readiness.

The technology goal for Poth ISD states "Poth ISD will invest in evolving technology and maintain existing infrastructure in order to promote meaningful student/technology engagement in the teaching and learning process." Devices and internet access provided through the 2014 – 2016 Technology Lending Grant will allow Poth ISD to promote student engagement using digital curriculum and tools, both at school and at home. The integration of digital curriculum and the appetite for this style of learning that many students seek will motivate our teachers to seek training to be able to seamlessly integrate technology into instruction. Poth ISD is committed to investing in technology and maintaining the infrastructure necessary for students to access digital curriculum at school.

Poth ISD also has instructional goals involving positive teacher student interactions, high levels of student engagement, and meaningful use of technology. The push to use more digital curriculum will enable teachers to achieve all of these instructional goals. The development of student technology leaders during the Technology camp will provide teachers with student leaders in a non-threatening environment. The adoption of digital curriculum will provide for greater student engagement as lessons become more interactive. The use of technology will no longer be something that is added on top of already created lessons, it will be the delivery method of all of the lessons!

**Schedule #17—Responses to TEA Program Requirements**

County-district number or vendor ID: 247904

Amendment # (for amendments only):

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**TEA Program Requirement 2:** Applicant must describe how it will prioritize campuses with the highest need for a technology lending program. Applicant must also describe how it will ensure access to lending equipment and residential access to the Internet among students who have the greatest need. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The district prioritized the elementary campus for the purchase of lending equipment because a majority of the students at that campus do not have access to dedicated devices at school and approximately 30% of those students do not have access to a device for accessing digital curriculum at home. The percentage of economically disadvantaged students is also increasing at a steady rate at that campus.

Devices will be provided to all 3<sup>rd</sup> – 5<sup>th</sup> grade students for use at school. Any of these students may also take these devices home after all necessary training and agreements have been signed. The grant funds will provide insurance for the devices so no student will be denied access to a device due to cost of the insurance or a deposit.

Internet access points will be provided to students in those grades through an application process. If more are requested than are available through the grant, priority will be determined by the following criteria: 1) economically disadvantaged based on qualification for free or reduced lunch, 2) at-risk based on State of Texas criteria, 3) at-risk based on locally developed criteria determined through analysis of NWEA testing data. One point will be given for each of the above listed criteria met and students will be ranked so that the students with the most points will receive the access points first. If multiple children live in the same residence their points may be combined to allow more students access with less devices. Data cards will be provided with the devices on a monthly basis after usage is validated by the Technology Director.

The Jr. High campus currently has a Technology Lending program in place. Devices were purchased to provide students access to devices during class and devices to be checked out for any student that needs a device at home for educational purposes. Funds from the 2014 – 2016 Technology Lending Grant will be used to enhance this program by providing internet access hotspots and data cards to approximately 10 students that do not have access at home. Jr. High students will also compete for residential access devices in the same manner as elementary students. If any student on the Jr. High campus resides in the same residence as an elementary student their points can be combined to receive access. Since the hotspots can support up to five devices, this will allow more students to have access to the internet at home district-wide. Data cards will also be provided in the same manner as the elementary campus.

#### Schedule #17—Responses to TEA Program Requirements (cont.)

County-district number or vendor ID: 247904

Amendment # (for amendments only):

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**TEA Program Requirement 3:** Applicant must describe how the lending program aligns with current curriculum, instruction, and classroom management policies and/or practices on its participating campus(es). Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The Technology Lending Program will align with current curriculum by providing students with access to classroom instruction and supplemental extensions provided by Proclamation 2014 adoptions and materials. Students will also have access at their home for state funded programs such as I-Station and Think Through Math and locally funded Mathletics. The lending program and internet access will provide students the availability of a device at school and the device and internet access at home to interact with the newly adopted digital curriculum for Math and Science. Teachers will be trained this summer in ways to manage student use of digital curriculum in their classrooms. We currently have very few classroom management issues on the elementary or Jr. High campuses as most of the teachers have many years teaching experience. The teachers with less classroom experience tend to have more technology experience. The district has dedicated collaboration time for the teachers to work together and observe each other. This will allow teachers to share their strengths with each other as the campus moves toward seamless integration of digital tools and curriculum. As students have the opportunity to participate in engaging lessons using a dedicated device we anticipate even less classroom management issues.

#### Schedule #17—Responses to TEA Program Requirements (cont.)

County-district number or vendor ID: 247904

Amendment # (for amendments only):

#### For TEA Use Only

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**TEA Program Requirement 4:** Applicant must describe how it is using electronic instructional materials in one or more foundation curriculum subject area(s) for one or more grade level(s). Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Poth ISD is in the process of purchasing HMH Texas Go Math for our K – 8 Math adoption. This adoption includes electronic instructional materials along with multiple digital resources that students can access at school and at home. The K- 8 Science teachers have also selected the HMH Science adoption, Fusion. This adoption also offers electronic instructional materials and resources. Students will be able to share virtual lab experiences with their family at home after they participate in the activities at school. This selection of curriculum from the same publisher provides the district, our parents and students many benefits. We are able to receive a discount by bundling the products; students, parents, and teachers will have access to both content areas with one log in; and once a parent learns to navigate one site the other will be very similar. Teachers from different contents will be able to support each other as we all learn to implement the digital curriculum. One publisher training can be held for all teachers. As the excitement and engagement builds using digital curriculum in the content areas of math and science, there will be only one choice as new adoptions become available.....digital curriculum.

#### Schedule #17—Responses to TEA Program Requirements (cont.)

County-district number or vendor ID: 247904

Amendment # (for amendments only):

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**TEA Program Requirement 5:** Applicant must describe professional development for teachers in the use of electronic instructional material that has already occurred or will occur within the first three months of the grant period (i.e., October 1, 2014–December 31, 2014) to be prepared for the grant implementation. Note: Any professional development that is provided within the grant period must be provided with non-grant funds. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Poth ISD has embarked on a long term staff development plan to provide teachers the skills necessary to successfully create engaging lessons and enhanced learning opportunities using 21<sup>st</sup> century learning tools. The training integrating digital curriculum will easily fit into this plan. We have already scheduled four days this summer on June 9<sup>th</sup> and 10<sup>th</sup> and again on 17<sup>th</sup> and 18<sup>th</sup>. This training is coordinated with our Region Service Center, Region 20. We have a staff development session planned on June 30 for our Math and Science teachers to meet with the HMH representative to learn how to implement the digital curriculum in their classrooms. All 3<sup>rd</sup> – 8<sup>th</sup> grade Math and Science teachers will attend. We also have four "comp" days established in our school calendar so that teachers can attend trainings this summer specific to their need. These days can also be used by our target grade teachers to collaboratively plan engaging lessons using digital curriculum and 21<sup>st</sup> century learning tools as approved by their campus principal.

We will host a Technology camp July 21 - 25 presented by Region 20 for our students. Teachers will be encouraged to attend this camp as both co-presenters and monitors. During this camp teachers will learn how to use the tools and manage groups of students using digital curriculum. This camp will also provide the campuses with student leaders that will provide support to other students and teachers.

Region 20 will also provide sustained 21<sup>st</sup> century learning using digital curriculum training with teachers in grant targeted grades of 3 – 8 and cohort members on a monthly basis during the first semester of the 2014 – 2015 school year and follow – up training every 6 weeks during the second semester.

All staff development will be funded by Poth ISD local funds. Ten thousand dollars has already been set aside in the 2014 – 2015 budget to pay for staff development. Even though we are making expenditure cuts in other areas, staff development is a priority for the district. The administration is fully aware that teachers need support and resources to accomplish the district goal of student engagement and student growth using 21<sup>st</sup> century digital learning tools.

**TEA Program Requirement 6:** Applicant must describe how infrastructure is adequate to support students' anticipated use of devices provided through the grant at its participating campus(es). Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Poth ISD is in the process of increasing our bandwidth again after expansion one year ago in anticipation of increased internet usage with digital curriculum. During the summer we have contracted to add dedicated electricity to both the elementary and Jr. High campuses. We are also upgrading our local network capacity and wireless coverage. The current internet filter has been equipped to attach to any portable devices owned by the district to encourage compliance of district acceptable use policies. The district is planning to install centralized charging stations on the elementary and Jr. High campuses to support dedicated devices. The technology director is confident that current infrastructure would support the devices to be funded by this grant, but the district is providing the previously mentioned upgrades to ensure that all devices and instructional tools function as designed.

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**Schedule #17—Responses to TEA Program Requirements (cont.)**

County-district number or vendor ID: 247904

Amendment # (for amendments only):

**TEA Program Requirement 7:** Applicant must describe a plan for providing Internet access to the homes of students as needed. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Survey's conducted on both the elementary and Jr. High campuses showed that about 10 students that will be attending the Jr. High campus and about 30% of students that will be in grades 3 – 5 do not have adequate internet connectivity at home to access digital curriculum. The grant is requesting funds to pay for 50 hotspots and enough data cards to support student's accessing digital curriculum for the 17 months of school during the grant period. These will be checked out through the library on an 'as needed' basis for the above mentioned students. Before receiving wireless hotspots or data cards students will consult with either the district librarian or the technology director. An agreement between the school and parents will be signed that will state the proper use of the hotspot and wireless card. Devices will be equipped so that any use of the device for wireless purposes will be routed through the school internet filter. Any improper use of either the wireless card or wireless hotspot will be addressed by the campus principal. A written warning will be given before the hotspot and card are taken away from the student permanently. The technology committee is anticipating that with proper education of both parents and students and periodic review of grade level digital citizenship TEKS that the district will have minimal misuse of these resources. It is our hope that students and parents will not want to take a chance on losing access to the digital curriculum and resources at home.

**TEA Program Requirement 8:** Applicant must describe how technical support is adequate to support students' anticipated use of devices provided through the grant at its participating campus(es). Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The district library is located on the Jr. High campus. This is across a street that is blocked off to traffic during school hours. Elementary students regularly go to the library before, during, and after school to check out books and take Accelerated Reader test. The librarian is a former teacher skillful in the use of technology. She will be the primary resource for the teachers and students when challenges arise. Next school year there will also be two library paraprofessionals available to support student's use of digital curriculum. High school student aides are also assigned to the library periodically during the day. Library staff and student aides will be trained to trouble shoot basic technological issues to support both Jr. High and elementary students that need help or additional training accessing the digital curriculum using lending devices.

Each campus will have grade level student leaders developed at the Technology Camp available to support students and teachers needing assistance within and across grade levels. Campus level technology teachers will be available on each campus for trouble-shooting technical difficulties.

The district technology director is housed in the central office that is in very close walking distance of the library and both campuses involved in the grant. He will be available during the school day and at parent meetings as needed to support student's use of devices and internet access at home.

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**Schedule #17—Responses to TEA Program Requirements (cont.)**

County-district number or vendor ID: 247904

Amendment # (for amendments only):

**TEA Program Requirement 9:** Applicant must describe how the grant will be administered on participating campus(es), including a description of how the check-out and check-in process will operate, who will be in charge of the check-out process, especially in cases of competing need, and the process that will be used to maintain the technology lending equipment in proper working condition. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The grant funds will be used to purchase 200 Chromebooks so that each student in grades 3 – 5 will have a dedicated device to check out and use to access digital curriculum at school and at home. Hotspots and data cards will be purchased and checked out to students that do not have internet connectivity in their homes for students in grades 3 – 8. All devices, hotspots, and data cards will be inventoried through the Alexandria library management system using the same barcodes and cataloging that is currently used for library books. The devices will be set up on a four week renewal timeframe so that students are required to bring their individual device to the library for monitoring purposes monthly during scheduled library time. The library staff will be trained to troubleshoot any minor issues with the devices. The librarian will oversee the library paraprofessionals as they perform these duties. There is also a section within the system to note any problems or concerns. Monthly reports will be created so that the Technology Director can address any concerns with student devices. Any devices needing more immediate attention will be held in the library for the Technology Director to perform necessary repairs.

Empty data cards will be returned for replacement using the library checkout system. After an initial card is received, that card must be returned for replacement at the library. The library staff will verify that all data on the card has been used before another card can be checked out.

There should be no competing need for devices. If there is competing need for internet hotspots or data cards priority will be determined using the following criteria: 1) economically disadvantaged based on qualification for free or reduced lunch, 2) at risk based on the State of Texas criteria, 3) at-risk based on locally developed criteria determined through analysis of NWEA testing data. One point will be given for each of the above listed criteria met and students will be ranked so that the students with the most points will receive the access points first. If multiple children live in the same residence their points may be combined to allow more students access with less devices.

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**Schedule #17—Responses to TEA Program Requirements (cont.)**

County-district number or vendor ID: 247904

Amendment # (for amendments only):

**TEA Program Requirement 10:** Applicant must describe how it will account for the technology lending equipment according to local policy, including providing insurance if appropriate. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The district has a blanket policy that covers all technology for loss or theft. Any major loss would be covered under this policy. In addition, the district will provide for accidental protection through insurance bundled with the devices when purchased.

All devices will be engraved with the marking of "PROPERTY OF POTH ISD" by the secondary Low Incidence Disability class using their new laser engraver. The Chromebooks will be placed in the district inventory using the library bar code system. The bar code number will be engraved on the device for inventory purposes and a sticker with the same number will be placed on the device for check out and check in purposes. Before check-out a sticker with the student's local identification number that students already use in the library will also be placed on the devices. This will help the student locate their device throughout the school year.

Poth ISD board policy CMD (LEGAL) states that each student or his or her parent or guardian shall be responsible for all instructional material and technological equipment not returned in an acceptable condition by the student. (Education Code 31.104©, and 19TAC 66.107(b). Education code 31.004; also included in the Poth ISD board policy states that a student must return all instructional materials to the teacher at the end of the school year or when the student withdraws from school.... These policies will be included in the Technology Lending Agreement that parents and students sign before checking out a device. The Chromebooks will be checked out and possession monitored monthly to make sure students have continued access to digital curriculum both at school and at home. At the end of each school year the Chromebooks will be checked in like other textbooks and will be part of the annual inventory required by Education Code 31.105 and local district policy CMD(LEGAL). If all guidelines have been followed throughout the school year, the devices may be checked out for the summer for extended learning.

**TEA Program Requirement 11:** Applicants must describe the development and implementation of a *Technology Lending Agreement* to be signed by parents or guardians of the students and by the student. The agreement must address responsible use and care of the equipment, responsible use of the district's digital resources, and responsible use of the Internet. The agreement may incorporate an existing *Responsible Use Policy* by reference. The Technology Lending Agreement must verify that students receiving Internet access at home have a demonstrated grade level mastery of the Digital Citizenship strand of the Technology Applications Texas Essential Knowledge and Skills (TEKS). Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Poth ISD currently has a Technology Lending agreement that was developed during the implementation of the 2012 – 2013 Technology Grant. This agreement was developed by the District Technology Committee that reviewed the Responsible Use Policy and other district policies. The Lending Agreement was approved by the Board of Trustees in 2012.

The current District Technology Committee consisting of teachers, administrators, and students, along with additional parents from the Site Based Decision Making committee will review the current Lending Agreement and make any necessary additions to address responsible use and care of the equipment, responsible use of the district's digital resources, and responsible use of the Internet. Verification of incorporation of the existing district Responsible Use Policy will be provided. A specific section of the updated Technology Lending Agreement will provide a section where the campus technology teacher signs off to verify that the student has demonstrated grade level mastery of the Digital Citizenship strand of the Technology Applications TEKS. The revisions will take place during the staff development week immediately before the beginning of school in August of 2014. The approved agreement must be signed by the student's parent or legal guardian and the student before any technology equipment will be checked out to the students.

The revised Technology Lending Agreement will be presented to the Board of Trustees at the September meeting to be approved before any students receive devices. This agreement will also be placed on the district website after it is approved.

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